

**Special educational  
needs and/or disabilities  
Training toolkit**

For secondary PGCE tutors and trainees

**Including students with  
SEN and/or disabilities  
in secondary history**



*developing people, improving young lives*

# Contents

1 Including students with SEN and/or disabilities in secondary history lessons	3
2 Removing barriers to the secondary history curriculum for students with SEN and/or disabilities	7
3 Self-audit for inclusive history lessons: planning teaching, learning and support	8
4 History and Every Child Matters	27
5 Early development in the National Curriculum: the P scales for history	28
6 Bilingual learners	29
7 Sources of information and advice	30

# 1 Including students with SEN and/or disabilities in secondary history lessons

## Introduction

This booklet gives tutors and trainees information about subject-specific issues in the history curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive history lessons. There are also suggestions for further reading and support in section 7.

Each booklet in this series contains a self-audit table (section 3). This offers a range of ideas that you can use to check against your practice and the practice you observe. The organisation of information in this table is based on the most recent research evidence and the views of expert teachers.

Recent evidence (eg Davis and Florian, 2004) suggests that much of what has traditionally been seen as pedagogy for students with SEN and/or disabilities consists of the approaches used in ordinary teaching, extended or emphasised for particular individuals or groups of students. This applies even when teaching approaches may look very different, eg when teachers are working with students with complex needs.

Trials of these materials in 2007/08 suggested that grouping teaching approaches into themes helps new teachers and those who work with them to consider and discuss their practice. Therefore each self-audit table is grouped under eight themes:

- maintaining an inclusive learning environment
- multi-sensory approaches, including information and communication technology (ICT)
- working with additional adults
- managing peer relationships
- adult-student communication
- formative assessment/assessment for learning
- motivation, and
- memory/consolidation.

There are many overlaps between these themes, but the model offers a useful starting point to help you develop teaching approaches that include students with SEN and/or disabilities.

## History

**"History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.**

**"Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.**

**"As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. They appreciate why they are learning what they are learning and can debate its significance.**

**"History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals."**

National Curriculum, QCA, 2009

History lessons involve a lot of abstract thought and students consider complex ideas. A lot of reading and writing is often required in history lessons.

To include students with SEN and/or disabilities teachers should consider what makes a topic difficult for certain students. It might be, for example, the level of contextual knowledge, the concepts, or the language used. They should then identify what students should be able to draw on from previous work, and the new things that need to be introduced to students, before identifying a series of questions and tasks that will make them accessible. This is explored in more detail in sections 2 and 3.

## Roles and responsibilities

Recent legislation and guidance make clear that **all** the teaching staff in a school are responsible for the provision for students with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school's procedures for identifying, assessing and making provision for students with SEN and/or disabilities. Staff should help students with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled students in all aspects of school life.

The Disability Discrimination Act (DDA) has substantial implications for everyone involved in planning and teaching the curriculum. Schools have specific duties under the DDA to:

- make reasonable adjustments to their policies and practice to prevent discrimination against disabled students
- increase access for disabled students, including access to the curriculum, through accessibility planning, and
- promote disability equality and have a disability equality scheme showing how they will do so.

These duties are important and significant. They require schools to:

- take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination, and
- build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

Schools must address their various DDA duties together in a way that brings greater benefits to disabled students, staff, parents and other users of the school. Using the self-audit table in this booklet to develop an inclusive approach to your teaching will help you carry out these duties in your subject.

## Modifying the curriculum and the National Strategies to match students' needs

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

**"Schools have a responsibility to provide a broad and balanced curriculum for all pupils."**

National Curriculum, QCA, 2008

This is more than just giving students 'access to the curriculum'. The curriculum is not immovable, like some building, to which students with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all students.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all students. Teachers have to:

- set suitable learning challenges
- respond to students' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of students.

These principles allow you to:

- choose objectives for students with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all students meet the same objectives.

Planning for students with SEN and/or disabilities should be part of the planning that you do for all students, rather than a separate activity. It doesn't need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for students with SEN and/or disabilities. Any personal targets the student has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENCO or teaching assistant/mentor.

You should also think about the questions you will ask different groups and individuals and the ways you will check that students understand. Some students with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for students to demonstrate what they know and can do.

## 2 Removing barriers to the secondary history curriculum for students with SEN and/or disabilities

### Teaching and learning

To make history lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all students can fully take part and learn.

In some activities, students with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using dedicated computer software to create scenarios for pupils to think through and explore rather than text-based material.

Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

There are some examples in the checklist in section 3.

### Assessment

Assessing students' progress involves using a range of methods and evidence of learning so that assessment becomes an integral part of learning. When assessing students, you need to plan carefully to give students with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

### 3 Self-audit for inclusive history lessons: planning teaching, learning and support

You can use the following checklist to audit your practice and plan for more inclusive lessons.

The left-hand column of the table suggests approaches that are appropriate for students with SEN and/or disabilities in all subjects. The right-hand column suggests extensions and emphases that may be helpful in removing barriers for students with SEN and/or disabilities in history.

In most cases, the actions recommended are good practice for all students, regardless of their particular SEN and/or disability.

In other cases, the actions taken will depend on the barriers to taking part and learning identified in relation to the lesson being taught and students' particular SEN and/or disabilities. For example, the challenges of including students with a visual impairment in history may be quite different from those for including students with other SEN and/or disabilities.

Some young people with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks. In these cases it is helpful to discuss and plan with a support assistant who knows the young person well. The SENCO, subject associations and/or organisations supporting people with particular SEN/disabilities may be able to offer more specialist advice.

These examples are not comprehensive or exhaustive. They are intended to stimulate thinking rather than offer detailed advice on how to teach the subject to students with different types of special educational needs and/or disabilities. You will wish to add your own general or subject-specific ideas to the self-audit table.



## Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	History	Observed	Tried out
<p><b>Sound and light issues</b> For example:</p> <ul style="list-style-type: none"> <li>background noise and reverberation are reduced</li> <li>sound field system is used, if appropriate</li> <li>glare is reduced</li> <li>there is enough light for written work</li> <li>teacher's face can be seen – avoid standing in front of light sources, eg windows</li> <li>students use hearing and low vision aids, where necessary, and</li> <li>video presentations have subtitles for deaf or hearing-impaired students and those with communication difficulties, where required.</li> </ul>	<p><b>Sound and light issues</b> Interactive whiteboards are non-reflective to reduce glare.</p>		
<p><b>Seating</b> Students' seating and the main board position are planned for the shape of the room. Students can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> <li>the teacher</li> <li>each other, and</li> <li>the board/TV/screens.</li> </ul> <p>Seating allows for peer or adult support.</p> <p>There is room for students with mobility difficulties to obtain their own resources, equipment and materials.</p> <p>Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p><b>Seating</b> Seating should allow all students in the class to communicate, respond and interact with each other and the teacher in discussions.</p> <p>Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all students.</p>		

Maintaining an inclusive learning environment	History	Observed	Tried out
<p><b>Resources</b></p> <p>Storage systems are predictable.</p> <p>Resources are:</p> <ul style="list-style-type: none"> <li>• accessible, eg within reach, and</li> <li>• labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.</li> </ul>	<p><b>Resources</b></p>		
<p><b>Displays</b></p> <p>Displays are:</p> <ul style="list-style-type: none"> <li>• accessible, within reach, visual, tactile</li> <li>• informative, and</li> <li>• engaging.</li> </ul> <p>Be aware of potentially distracting elements of wall displays.</p>	<p><b>Displays</b></p>		
<p><b>Low-arousal areas</b></p> <p>A low-arousal area is planned for students who may need it and is available for use by all students. The area only needs to have immediately relevant materials/ resources to minimise distraction.</p>	<p><b>Low-arousal areas</b></p>		
<p><b>Health and safety</b></p> <p>Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked.</p> <p>There is room for students with mobility difficulties to leave the site of an accident.</p> <p>Remember that students with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>	<p><b>Health and safety</b></p>		
<p><b>Unfamiliar learning environments</b></p> <p>Students are prepared adequately for visits.</p>	<p><b>Unfamiliar learning environments</b></p> <p>Make sure students are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that students are not worried about unfamiliar situations.</p>		

## Multi-sensory approaches, including ICT

Multi-sensory approaches, including ICT	History	Observed	Tried out
<p><b>Multi-sensory approaches</b> Students' preferred learning styles are identified and built on:</p> <ul style="list-style-type: none"> <li>• when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video</li> <li>• for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and</li> <li>• to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that students can convey their understanding, uncertainty or need for help.</li> </ul>	<p><b>Multi-sensory approaches</b> Ideas for visual learners include:</p> <ul style="list-style-type: none"> <li>• summarising ideas in pictures</li> <li>• modifying visual sources to show changes</li> <li>• comparing visual sources from different times</li> <li>• explaining patterns in graphs</li> <li>• using visual timelines</li> <li>• using or presenting information in tables or diagrams, rather than unbroken text</li> <li>• storyboarding text, and</li> <li>• demonstrations – eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</li> </ul> <p>Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for students with an SEN who find text-based work difficult.</p> <p>In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all students, eg:</p> <ul style="list-style-type: none"> <li>• Churchill's wartime speeches, or the memories of those evacuated in WWII</li> <li>• WWI poetry</li> <li>• distinctive sounds such as sirens for 'take cover' and 'all clear'</li> <li>• songs, such as Billie Holiday's 'Strange Fruit'</li> <li>• spoken interviews, and</li> <li>• radio documentaries.</li> </ul>		

Multi-sensory approaches, including ICT	History	Observed	Tried out
<p><b>Multi-sensory approaches continued</b></p>	<p><b>Multi-sensory approaches continued</b></p> <p>Provide activities that require movement for students who learn best through doing and for students who find it difficult to sit still for long periods:</p> <ul style="list-style-type: none"> <li>• role-play</li> <li>• card sorting</li> <li>• modelling structures – eg students with role cards with different characters negotiate themselves into a line showing social order, and</li> <li>• using the interactive whiteboard with student involvement.</li> </ul> <p>Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for students with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times. Examples of using symbols can be found in Harris and Luff.</p>		

Multi-sensory approaches, including ICT	History	Observed	Tried out
<p><b>ICT</b></p> <p>ICT is used to support teaching and learning.</p> <p>Accessibility features are used to include students with SEN and/or disabilities, as appropriate, eg:</p> <ul style="list-style-type: none"> <li>• keyboard shortcuts instead of a mouse</li> <li>• sticky keys</li> <li>• a foot-controlled mouse, a head-controlled mouse or a wireless mouse</li> <li>• screen filters to cut down glare</li> <li>• increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations)</li> <li>• clear font type (normally sans serif, such as Arial or Comic Sans)</li> <li>• appropriate contrast between background and text, and/or</li> <li>• a talking word processor to read out text.</li> </ul> <p>Students with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p> <p>Predictive text can encourage students to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.</p>	<p><b>ICT</b></p> <p>ICT<sup>1</sup> can be used to help students of all ages develop the knowledge and skills that history demands. It provides them with opportunities to:</p> <ul style="list-style-type: none"> <li>• select and reproduce sources in a range of media</li> <li>• contextualise and interpret sources</li> <li>• reconstruct and simulate historical events</li> <li>• construct narratives</li> <li>• identify patterns in large quantities of data, and</li> <li>• develop, organise and communicate historical thinking.</li> </ul> <p>ICT can:</p> <ul style="list-style-type: none"> <li>• provide students and teachers with access to a wide range of historical source material which can be analysed in detail using readily available ICT tools</li> <li>• help students develop historical enquiry skills, and help them to realise the importance of these skills in the study of history</li> <li>• promote collaboration between students, which in turn can help to develop historical thinking, and</li> <li>• enable teachers to present historical materials in ways most suited to individual and personal needs.</li> </ul> <p>However, remember that sometimes ICT can add an extra barrier to learning, because it can be too complex, or students can be distracted by all the different possibilities of adding graphics, sound, animation etc.</p>		

<sup>1</sup> Where this booklet refers to a specific product, no recommendation or endorsement of that product is intended, nor should be inferred.

Multi-sensory approaches, including ICT	History	Observed	Tried out
<p><b>ICT continued</b></p>	<p><b>ICT continued</b></p> <p>Teachers can maximise the impact of using ICT in history by:</p> <ul style="list-style-type: none"> <li>• Supporting students using ICT with effective teacher intervention, eg:             <ul style="list-style-type: none"> <li>– using word processors to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily</li> <li>– using spreadsheets and databases to handle large quantities of information so that patterns can be identified</li> <li>– using the internet to find sources and explore their accuracy, validity and reliability</li> <li>– using computer simulations to allow students to make decisions in a historical context and explore the results – software, such as KarZouche, allows students to create, think through and explore scenarios, and</li> <li>– using the interactive whiteboard to include students in whole-class activities – students with mobility difficulties can contribute using tablets or other electronic devices.</li> </ul> </li> <li>• Making sure the focus of any history activity involving ICT is on developing history skills, and that the mechanics of the ICT do not obstruct this development.</li> </ul>		

Multi-sensory approaches, including ICT	History	Observed	Tried out
ICT continued	<p>ICT continued</p> <ul style="list-style-type: none"> <li>Teaching students to evaluate electronic sources of information critically and make judgements about their reliability.</li> </ul> <p>Explore recommended websites online, eg those for museums, to support and/or supplement other modes of research. Software, such as Widgit's Communicate: Webwide, allows the student to simplify the complexity of language and imagery on websites.</p> <p>Digital stills or video cameras can capture the stages of an activity, the final outcomes and/or the sights of a visit for later reference. Digital images can also be used, for example, after visits, to create multimedia accounts of what was done/found out.</p>		

## Working with additional adults

Working with additional adults	History	Observed	Tried out
<p><b>Consulting students</b> Wherever possible, students are consulted about the kind and level of support they require.</p>	<p><b>Consulting students</b></p>		
<p><b>Planning support</b> Support from additional adults is planned to scaffold students' learning, allowing them, increasingly, to work independently. Planning should identify:</p> <ul style="list-style-type: none"> <li>• which individuals/groups will receive support</li> <li>• where in the lesson students will need support</li> <li>• the type of support students should receive, and</li> <li>• when students should be allowed to work independently.</li> </ul> <p>Additional adults:</p> <ul style="list-style-type: none"> <li>• are clear about the lesson objectives</li> <li>• know the sequence of the lesson</li> <li>• understand the lesson content</li> <li>• know how to break tasks into more manageable chunks</li> <li>• are provided with key questions to encourage formative assessment, and</li> <li>• where appropriate, are familiar with any ICT used to support students.</li> </ul>	<p><b>Planning support</b> Plan, for example:</p> <ul style="list-style-type: none"> <li>• The pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate.</li> <li>• To 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus students' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources students could use, for example: <ul style="list-style-type: none"> <li>– This tells me...</li> <li>– In this picture I can see...</li> <li>– This suggests...</li> <li>– I think it was made/drawn/ written in... because...</li> <li>– Both sources say...</li> <li>– The sources are different in these ways....</li> </ul> </li> <li>• Modelling connectives to help prompt elaboration, eg 'and so' to help students link information, 'because' to encourage students to give reasons, and 'consequently' to prompt students to think of the results of actions.</li> </ul>		
<p><b>Evaluation</b> Additional adults report to the teacher on students' progress. The effectiveness of support is monitored and reviewed.</p>	<p><b>Evaluation</b></p>		



## Managing peer relationships

Managing peer relationships	History	Observed	Tried out
<p><b>Grouping students</b></p> <p>All forms of student grouping include students with SEN and/or disabilities.</p> <p>Manageable mixed-ability grouping or pairing is the norm, except when carefully planned for a particular purpose.</p> <p>Sequence of groupings is outlined for students.</p> <p>The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for students on the autistic spectrum.</p>	<p><b>Grouping students</b></p>		
<p><b>Managing group work and discussion</b></p> <p>Students move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for students who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part.</p> <p>Students are assigned specific roles (eg chair, writer, reporter, observer) which gives all students something to do and keeps them focused.</p>	<p><b>Managing group work and discussion</b></p>		
<p><b>Developing responsibility</b></p> <p>Students with SEN/disabilities are:</p> <ul style="list-style-type: none"> <li>• given opportunities to initiate and direct projects, with support as appropriate, and</li> <li>• involved as equal contributors in class/school governance and decision making.</li> </ul>	<p><b>Developing responsibility</b></p>		

## Adult-student communication

Adult-student communication	History	Observed	Tried out
<p><b>Teachers' communication</b></p> <p>Language is clear, unambiguous and accessible.</p> <p>Key words, meanings and symbols are highlighted, explained and written up, or available in some other way.</p> <p>Instructions are given clearly and reinforced visually, where necessary.</p> <p>Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.</p> <p>Questions are prepared in different styles/levels for different students – careful preparation ensures all students have opportunities to answer open-ended questions.</p> <p>Alternative communication modes are used, where necessary, to meet students' communication needs, eg signing, Braille.</p> <p>Text, visual aids, etc are checked for clarity and accessibility. For example, some students might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures.</p>	<p><b>Teachers' communication</b></p> <p>Recognise that the language of history may be challenging and cause barriers for some students, eg:</p> <ul style="list-style-type: none"> <li>the specific use in history of an everyday word, eg 'party', 'church', 'state'</li> <li>the use of history-specific terms, eg 'chronological', 'artefact'</li> <li>the use of abstract terms, eg 'power', 'belief'.</li> </ul> <p>Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.</p> <p>Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words.</p> <p>A range of different open-ended questions is needed in history teaching, eg to elicit causation, understanding, empathy, judgement etc. Careful planning can help students with learning difficulties to develop higher-level reasoning, eg by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content.</p> <p>When you are asking questions, use students' names to warn them – especially students with visual impairments – that they are about to be involved. Sometimes, warning students quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently.</p>		

Adult-student communication	History	Observed	Tried out
<p><b>Students' communication</b></p> <p>Alternative communication modes, such as sign or symbol systems, are encouraged, and students' contributions are valued.</p> <p>Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the student themselves on the best way of using such communication modes in lessons.</p> <p>Discussion of experiences and investigations is encouraged to help students understand them.</p>	<p><b>Students' communication</b></p>		
<p><b>Student-teacher interaction</b></p> <p>Where appropriate, students are allowed time to discuss the answers to questions in pairs, before the teacher requests verbal responses.</p> <p>Students with communication impairments are given:</p> <ul style="list-style-type: none"> <li>• time to think about questions before being required to respond</li> <li>• time to explain, and</li> <li>• respect for their responses to questions and contributions to discussions.</li> </ul> <p>Additional adults prepare students to contribute to feedback sessions, where necessary.</p>	<p><b>Student-teacher interaction</b></p> <p>Asking questions and expecting an immediate response often results in silence. Think-pair-share can be a useful technique for promoting speech in history lessons:</p> <ul style="list-style-type: none"> <li>• think – give students initial time to think and jot down some thoughts</li> <li>• pair – they share their thoughts with a partner</li> <li>• share – they share their ideas with the class.</li> </ul> <p>This need only take a few minutes.</p>		

## Formative assessment/assessment for learning

Formative assessment/ assessment for learning	History	Observed	Tried out
<p><b>Understanding the aims of the lesson</b></p> <p>Lesson objectives are made clear in pictures/symbols/writing, as appropriate.</p> <p>Objectives are challenging yet achievable. This will promote self-esteem and enable all students to achieve success.</p>	<p><b>Understanding the aims of the lesson</b></p> <p>Use mind maps and other visual devices to help students see patterns and relationships.</p>		
<p><b>Focus on how students learn</b></p> <p>Students' own ways of learning and remembering things are emphasised.</p> <p>Students are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways students are comfortable with.</p>	<p><b>Focus on how students learn</b></p>		
<p><b>Students know where they are in relation to learning aims</b></p> <p>End-of-lesson discussions focus on one or more of the ideas explored and the progress that students have made towards them during the lesson.</p> <p>Students are encouraged to look back to previous work/photos/records to see how much progress they have made.</p> <p>Half-termly or termly self-assessment sheets are used for students to assess their progress – a range of recording methods is accepted.</p>	<p><b>Students know where they are in relation to learning aims</b></p> <p>Revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing – through the added 'branches' of the map – how students' understanding of concepts is developing. This approach can be particularly valuable for students for whom oral and written communication present a barrier, as pictures and symbols can be included.</p>		

Formative assessment/ assessment for learning	History	Observed	Tried out
<p><b>Giving feedback</b></p> <p>Marking and other feedback helps students improve their performance. Feedback is given in an appropriate form – verbally, in writing.</p> <p>Specific, rather than general, feedback is given. Comments are positive, explicit and evaluative.</p> <p>Emphasis is on the students' progress and achievement.</p> <p>Weaknesses are presented as areas for development. Opportunities are offered for students to attempt a piece of work again. These approaches are particularly useful for students who find it difficult to receive comments about improving their work.</p> <p>Praise is given discreetly where students find public praise embarrassing or difficult.</p>	<p><b>Giving feedback</b></p>		
<p><b>Understanding assessment criteria</b></p> <p>The number of goals/assessment criteria is kept small.</p> <p>Teachers talk to students about what they are trying to achieve.</p> <p>Students are involved in setting their own goals. Some students may find it difficult to understand the need for targets. Others may need time and support in target setting.</p> <p>Self-assessment and peer assessment are encouraged. Students are taught to use the language of assessment, eg "better..."</p> <p>Peer marking is encouraged, where buddies can evaluate each other's work in relation to success criteria.</p>	<p><b>Understanding assessment criteria</b></p>		

Formative assessment/ assessment for learning	History	Observed	Tried out
<p><b>Reviewing progress and helping students to improve</b></p> <p>Teachers' responses to students' errors recognise, value and build on the thinking that led to them.</p> <p>End-of-lesson discussion considers the ways of working the class has found fruitful or difficult. Students are asked, for example:</p> <ul style="list-style-type: none"> <li>• which key words, concepts, skills or processes were difficult and why, and how this could be improved</li> <li>• which parts of a task slowed them down, and</li> <li>• what could be done to make things go more efficiently.</li> </ul> <p>Some students may have anxieties about planning to improve, especially if it involves editing or redoing a task. Students are encouraged to see how they've improved on their previous best.</p>	<p><b>Reviewing progress and helping students to improve</b></p>		
<p><b>Gathering assessment evidence</b></p> <p>A range of sources of assessment evidence is drawn upon.</p> <p>Assessment looks at what students know and can do, not at labels associated with SEN and/or disabilities.</p> <p>Notes made about individual students' difficulties/successes in the lesson take account of their oral contributions as well as their written work.</p>	<p><b>Gathering assessment evidence</b></p>		

## Motivation

Motivation	History	Observed	Tried out
<p><b>Understanding the structure of the lesson</b></p> <p>Students are clear about the duration and overall structure of the lesson. Visual timetables or other devices are used to indicate the structure and progress of lessons.</p>	<p><b>Understanding the structure of the lesson</b></p>		
<p><b>Relevant and motivating tasks</b></p> <p>Tasks motivate students. They:</p> <ul style="list-style-type: none"> <li>stimulate interest and enthusiasm</li> <li>are challenging but manageable</li> <li>draw on real and familiar contexts</li> <li>are relevant to students' lives, and</li> <li>build on previous learning in the subject and in other areas of the curriculum.</li> </ul>	<p><b>Relevant and motivating tasks</b></p> <p>Use motivational initial stimuli to engage students in a history activity, eg mysteries, storytelling, visual puzzles.</p> <p>Support language learning by allowing adequate time afterwards for feedback and discussion.</p> <p>Stories are very helpful ways of teaching history:</p> <ul style="list-style-type: none"> <li>Narrative can help all students, including those with learning difficulties, to make sense of events (see Harris and Luff for more detail on the use of narrative). Confident use of 'because' or 'cos' by a student appears at around P8 of the P scales (see section 5 page 28). Students working around this level benefit from taking part in, for instance, card sort type activities, using photographs, audio sources, and pictures which tell a story to show how a historical event unfolded. Students can tell and retell the story, and in doing so develop an understanding of change, causation, continuity, similarity and difference etc.</li> <li>Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources.</li> </ul>		

Motivation	History	Observed	Tried out
<b>Relevant and motivating tasks continued</b>	<b>Relevant and motivating tasks continued</b> <ul style="list-style-type: none"> <li>Students may enjoy creating 'story maps' (a story to go with a map, or vice versa) to bring a series of events to life and link history with literacy. See the website 'ReadWriteThink' at: <a href="http://www.readwritethink.org/student_mat/student_material.asp?id=8">www.readwritethink.org/student_mat/student_material.asp?id=8</a></li> </ul> <p>Some students often feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows students to feel confident and new ideas to be shaped and modified. Build on students' understanding. Start with students' own knowledge, views and understanding and identify their preconceptions and misconceptions – eg "What rights do you as year 8 have today?" as a starting point for the status and rights of people in the French Revolution.</p>		
<b>Reward systems</b> Students understand reward systems and are motivated to achieve the rewards available.	<b>Reward systems</b>		



## Memory/consolidation

Memory/consolidation	History	Observed	Tried out
<p><b>Recapping</b> Recap learning from the previous lesson.</p> <p>Main points from the lesson are fed back by students, noted down and saved so students can refer to them.</p>	<p><b>Recapping</b> Use questions to prompt students to recollect previous lessons, eg "Last lesson we were talking about Oliver Cromwell. What did we do?"</p>		
<p><b>Reducing reliance on memory</b> The amount of material to be remembered is reduced. Repeat or display important information.</p> <p>The meaningfulness and familiarity of the material is increased.</p> <p>Mental processing and explanations of complex tasks are simplified.</p> <p>The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, cubes, counters, abacus, Unifix blocks, number lines, multiplication grids, calculators, memory cards, audio recorders and computer software.</p> <p>Activities are structured so that students can use available resources, such as word banks.</p> <p>Strategies, including using ICT-based records, are used to reduce the need for students to rely on their short- or long-term memories.</p> <p>New learning fits into the framework of what the student already knows.</p> <p>Teaching assistants prepare students to contribute to feedback sessions, where appropriate.</p>	<p><b>Reducing reliance on memory</b> Use a chart that shows the 'big picture' to help students make links between lessons, eg a chart showing the big question, and how each lesson is related to the question.</p> <p>Simple audio recorders can be used instead of written notes during visits or field trips</p>		

Memory/consolidation	History	Observed	Tried out
<p><b>Consolidating learning</b></p> <p>Students' understanding is checked, eg by inviting students to reformulate key learning.</p> <p>Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.</p> <p>Reteach or revise material, where necessary, eg post-lesson tutoring.</p> <p>Opportunities are provided for students to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.</p> <p>Encourage students to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long-term memory, and place-keeping and organisational strategies.</p>	<p><b>Consolidating learning</b></p> <p>Invite students to comment on a key issue, reformulating it to check understanding. For example, in a lesson on images of conflict, discuss how you would explain the issue in a step-by-step manner to another person using alternative forms of communication – eg by using drawings, paintings, role-play, possibly accompanied by carefully chosen audio effects and music.</p>		
<p><b>Independent study/homework</b></p> <p>Independent study/homework is explained during the lesson, not at the end, to make sure it is understood and recorded. Teachers check all students are clear about homework tasks.</p> <p>Homework tasks are accessible after the lesson, eg published on a noticeboard or on the school learning platform, so students can return to them, if necessary, after the lesson.</p>	<p><b>Independent study/homework</b></p> <p>Allow a choice of outcomes to meet the same objective so students can choose the form that best shows their ability – eg for a piece of homework about understanding the causes of the Great Fire of London, students might produce/complete a:</p> <ul style="list-style-type: none"> <li>• labelled map</li> <li>• causation diagram</li> <li>• storyboard</li> <li>• role-play</li> <li>• essay</li> <li>• audio recording/video</li> <li>• electronic presentation, or</li> <li>• cloze procedure.</li> </ul>		

## 4 History and Every Child Matters

In 2003, the green paper 'Every Child Matters: Change for children' was published. The key outcomes for the Every Child Matters (ECM) agenda were drawn up after consultation with children, young people and families. The five outcomes that mattered most to children and young people are set out below. Each of the outcomes can be addressed through the history curriculum.

Outcome	General educational aspects	Through the history curriculum
<b>Be healthy</b>	<ul style="list-style-type: none"> <li>• Work towards independent learning</li> <li>• Actively enquire about differing environments</li> <li>• Keep mentally and emotionally healthy</li> </ul>	Develop understanding of difference and diversity to support positive relationships in school and community.
<b>Stay safe</b>	<ul style="list-style-type: none"> <li>• Keep safe in school and on school trips</li> <li>• Have stability and security</li> <li>• Know about their place in the wider community</li> </ul>	Study the history of other people and places to appreciate the interconnectedness of students' own and other communities in the wider world.
<b>Enjoy and achieve</b>	<ul style="list-style-type: none"> <li>• Achieve personal and social development</li> <li>• Enjoy lessons</li> <li>• Achieve to their potential</li> <li>• Use alternatives to written recording, where appropriate</li> </ul>	<p>Expand their horizons and explore past and present events, moving from the study of the small/local to national and international.</p> <p>See the interconnectedness of their own and other times by thinking about aspects of similarity and difference.</p>
<b>Make a positive contribution</b>	<ul style="list-style-type: none"> <li>• Understand issues of difference and diversity through studying other environments and cultures</li> <li>• Understand about, and support, the local community</li> <li>• Involve themselves in extra-curricular activities</li> </ul>	<p>Understand how society works and learn to make effective decisions when participating in school and community.</p> <p>Understand how individuals have different perspectives on events and how to assess the quality of their accounts and explanations.</p>
<b>Achieve economic well-being</b>	<ul style="list-style-type: none"> <li>• Learn about ways to ensure their own economic well-being in the future</li> <li>• Experience visits from people who do various jobs</li> <li>• Visit different workplaces</li> <li>• Learn about different economies in different countries</li> </ul>	Learn about economies in different countries and consider different workplaces in the UK and elsewhere, now and in the past.

## 5 Early development in the National Curriculum: the P scales for history

For students working below level 1 of the National Curriculum, performance descriptions (P scales) for history can be used to describe a 'best fit' for a student's performance.

All schools must report on students' attainment at the end of each key stage in terms of both P scales and national curriculum levels.

**P scales 1–3** address very early levels of learning and are the same in all subjects, but illustrated with subject-specific examples. So **P2** in history includes: "They begin to show interest in people, events and objects, for example, tracking historical artefacts into or out of their field of awareness. They accept and engage in coactive exploration, for example, touching wood, stone or old brick structures during site visits."

As a trainee teacher, you may not meet students assessed at these very early levels very often. If you have to teach these students during your placements, you should expect a great deal of support in differentiating teaching and learning.

From **P4**, each subject has its own progression.

At **P5**, students "with some prompting or support, answer simple questions about historical artefacts and buildings, for example, identifying a bowl as being made out of wood".

By **P6** "They begin to pick historical artefacts out from collections of items, for example, identifying old plates, items of clothing or hand tools."

At **P8** "Pupils indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time, for example, now/then, today/yesterday."

The full P scales for history are set out in QCA's Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: History (please see section 7).

From **P8**, students move to the national curriculum levels.

While a typically developing child will have achieved **P8** by the age of four, some students will take considerably longer.

At all times you should be aware of the need to respect the developmental maturity of the students you are planning for. Choose materials and tasks appropriate to the age and maturity of the students. This is a particular issue when using software and other published resources.

## 6 Bilingual learners

**"Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."**  
SEN Code of Practice (DfES, 2001)

**Students must not be regarded as having a learning difficulty because they are learning English as an additional language (EAL).**

Bilingual learners take up to two years to develop basic communication skills (street and playground survival language).

Some students may take a long time before they feel confident enough to actively take part in classroom activities and use the English they have learnt. A 'silent' period is typical of this learning and should not be seen as a learning difficulty.

Many learners with EAL do not acquire language in the same way as first language learners. A student may be fluent orally but struggle considerably with reading or writing; or a student may be very literate in written English, but lack confidence in the rapid flow of speech required in conversational dialogue. It is therefore important to assess language competence in all language modes and not to assume a level of competence based on performance in one mode.

'A Language in Common' (QCA, 2000) is a common assessment scale that can be used to gauge where students are in their acquisition of English. It gives assessment steps for students with EAL working below national curriculum level 1 and is useful in helping teachers reach a common understanding of the nature of each step or level of language acquisition. It also shows how the information can be used for target setting and what support may be needed to ensure progress.

Another useful resource is 'Assessing the Needs of Bilingual Pupils: Living in two languages' by Deryn Hall.

When a class or subject teacher feels that a lack of progress in a bilingual student's learning may be due to a learning difficulty (SEN or disability) they should consult the SENCO or inclusion manager and work with them to develop an appropriate response.

## 7 Sources of information and advice

### Publications

Davis, P and Florian, L, 2004, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, DfES Research Report RR516

Hall, D, 2001, Assessing the Needs of Bilingual Pupils: Living in two languages, David Fulton Publishers

Harris, R and Luff, I, 2004, Meeting SEN in the Curriculum: History, David Fulton Publishers

QCA, 2000, A Language in Common: Assessing English as an additional language

QCA, 2009, Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: History – available online at: [www.qcda.gov.uk/libraryAssets/media/P\\_scales\\_history.pdf](http://www.qcda.gov.uk/libraryAssets/media/P_scales_history.pdf)

### Websites

[www.bbc.co.uk/history](http://www.bbc.co.uk/history) – this site provides information on a number of moments in history

[www.immersiveeducation.com](http://www.immersiveeducation.com) (for KarZouche) – a selection of resources to aid teaching

[www.widgit.com](http://www.widgit.com) – a selection of resources to aid teaching

The TDA is committed to providing accessible information.  
To request this item in another language or format, contact  
**TDA corporate communications** at the address below or  
e-mail: [corporatecomms@tda.gov.uk](mailto:corporatecomms@tda.gov.uk)

Please tell us what you require and we will consider with  
you how to meet your needs.

**Training and Development Agency for Schools**

City Tower, Piccadilly Plaza, Manchester, M1 4TD

TDA switchboard: **t** 0870 4960 123

**Publications:** **t** 0845 6060 323 **e** [publications@tda.gov.uk](mailto:publications@tda.gov.uk)

**[www.tda.gov.uk](http://www.tda.gov.uk)**

© TDA 2009



*developing people, improving young lives*